Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Uplift Education	75-2659683	1825 Market Center Blvd., Suite 500		

Mailing address line 2	City	State	ZIP Code
	Dallas	TX	75207

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
057838	Uplift Peak Preparatory	10	30	179941141

Primary Contact

First name	M.I.	Last name	Title
Richard		Harrison	Chief Academic Officer
Telephone # 469-621-8495	Email address rharrison@uplifteducation.org		FAX # 469-621-8545

Secondary Contact

First name	M.I.	Last name	Title
Dionne	M	Davis	Grant Writer
Telephone # 469-621-8551	Email address ddavis@uplifteducation.org		FAX # 469-621-8545

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Yasmin		Bhatia	Chief Executive Officer
Telephone # 469-621-8500	Email address YBhatia@uplifteducation.org		FAX # 469-621-8545
Signature (blue ink preferred)			Date signed

(signature) 01/22/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.   .

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒	I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 75-2659683		Amendment # (for amendments only):	
Part 4: Amendment Justification			
Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Uplift Education is a network of K-12 public charter schools serving 9,805 students in 28 schools in Dallas, Fort Worth, Arlington, and Irving. In school year (SY) 2015, our newest campus will open in Grand Prairie with primary (K-2) and middle (6-7) schools. We operate under Uplift Education Central Management Office which holds the five charters (districts): Uplift Hampton Preparatory, Uplift North Hills Preparatory, Uplift Peak Preparatory, Uplift Summit International Preparatory and Uplift Williams Preparatory. Campus Directors manage schools, deans, teachers, and support staff. They responsibilities include directing instruction, attendance, PEIMS, child nutrition, and general operations at the schools. The Uplift school network receive support from our Central Management Office (CMO) in the areas where centralization has shown to be efficient and effective – Human Resources, *Teaching and Learning*, Finance, Property Management, Legal, Technology, Fundraising, Communication, and Marketing.

Our proposed plan is to:
- Expand instructional support provided to new teachers and teachers on a growth plan. We will accomplish this by reducing the ratio of instructional coaches to teachers from 17:1 to 13:1 by hiring another coaching coordinator and eight instructional coaches (IC). Currently, eight ICs are serving 140 teachers. This will improve the quality of observations and guidance provided to new teachers who are challenged to meet student learning needs, grade/content standards, and apply our inquiry-based model of instruction.
- Increase the number of mentors across the network. Teachers are reluctant to accept this responsibility; therefore we will offer a $1,000 annual stipend for mentoring teachers.
- Cover the fee for English as Second Language (ESL) certification. Over 65% of our students will be English language learners in SY 2015. We would like to increase the number of teacher with ESL certifications at our schools by covering the cost of testing for certification. We believe language and literacy skills can improve by having more teachers (who could serve as mentors) who know effective ways to teach ELL students and can apply the Sheltered Instruction Observation Protocol model of instruction.
- Hire 10 college students to work as Campus Recruiters. The search for the best teacher candidates is increasing as many districts are making reforms to improve the quality and effectiveness of teaching in their schools. Our Sr. Strategic People Initiative Director believes that a constant presence on campuses will help strengthen our relationships with students and faculty. These individuals will lead information and recruiting events on campuses, connect with deans and professor across school disciplines, and work directly with student organizations.
- Uplift would like to improve our retention rate of effective, highly effective and exemplar teachers. Our school culture places high demands on teachers and faculty—they work longer hours than traditional public school teachers, teach summer school, provides after-school tutoring, provided immense student support, and teach Saturday school, in addition to other tasks and activities needed to foster student success. Each teacher is also available via their cellular phone to help students with homework questions until 9 P.M. Monday through Thursday. Uplift teachers make an annual salary comparable to their traditional school district peers; however, they work significantly more hours and days than district peers. Consequently, this poses challenges for us to recruiting and keeping high quality teachers and faculty.

In 2007, Uplift invested in *Shine Through Teaching Excellence (STTE),* a comprehensive human capital management system, which works in tandem with our *iShine* data and information portal and warehouse. The system manages the entire process from recruitment to performance and development. *iShine* has enabled us to capture student assessment results, as well as faculty performance observation and review data. Our Teaching and Leading team and school faculty upload curriculum and instructional materials for use across Uplift school network. Dashboards are available immediately for directors, executive team and Board monitoring student and faculty progress toward goals. The *STTE* system rolled out in phases with another enhancement to the performance review and compensation components implemented this past fall.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Eighty-two percent of our teachers have less than three years of teaching experience, with 70% in their first year of teaching. We want to focus not only on recruitment, but more importantly retention. Uplift's management feels the first and second years of teaching are critical to building and keeping the best educators with us.

Our human capital management system connects to promising practices identified in TEA Educator Excellence Innovation Program. As part of our effort to continue to improve the *STTE* system, funding from TEA will allow improve support to teacher as our network grows. Outlined in our application are critical enhancements which will allow us to offer our students excellent teachers and leaders who commits every day to preparing them for college and career.

Induction. Uplift wants new teachers, with or without a certification, to have the best possible first year with us. Therefore, Uplift provides both individual and collaborative paths to direct and support educators during their first year. All new staff participates in New Employee Orientation before or during the first week of hire. We enroll teachers without a certification in the *Teaching Excellence Certification Program*, a year-long program in partnership with YES Prep. This certification program is managed by Uplift's Teaching and Learning staff who coordinate, facilitate, and track a teacher's progress toward certification. All new teachers, including teachers enrolled in another alternative certification program and those already certified, participate in three weeks of training in July. Mentors and content teacher leaders (CTLs) provide guidance and support to new teachers through the school year.

- **Observations.** The Teacher Observation form and process ensures directors (principals) and instructional coaches outline effective teaching behaviors and then observe to recognize what is working for every student and where improvements are necessary. This step in the process is especially important for new teachers; however, experienced teachers need this tool to drive performance toward exemplar teaching. Observation data which is available immediate to teachers and directors includes comments which praise, probe current performance, and outline action steps. As required, directors and Instructional coaches perform at least two targeted observations and one full observation during the school year. However, at Uplift teachers receive several observations.
- **Formal Evaluation.** Every year, teachers meet with their directors to set performance and development goals. Directors evaluate teachers on four performance goals (two student goals, an observation goal and an evaluation goal. Development goals allow teachers to target specific skillsets. During the self-assessment, teachers rate performance on a scale from level 1, 2, 3 and exemplar, and directors rate them using this same scale. Teachers self-assess and directors use student and observation data to review the teacher and provide the both pedagogical and professional feedback so that together they discuss and outline the next steps for the upcoming school year.
- **Professional Development and Collaboration.** Directors across the network release students early on Wednesday for professional development. Development covers numerous topics across grade and content area. At least three times each school year, teachers administer Common Formative Assessments (CFA) to identify student progress toward learning goals. After each CFA administration, teachers meet for CFA Collaborative Days
- **Strategic Compensation and Retention.** Uplift enhanced our compensation program this year for educators and non-instructional staff. The executive team and Board continue to work on differentiating professional development and ensuring we keep pace with compensation as the demand for hiring teachers increase across the state. Our Rewarding Excellence plan gives teachers, in particular, an opportunity to manage performance and pay increases.
- **Recruiting and Hiring.** Recruiting and hiring teachers, especially to work in low-income and low-performing schools, is a challenge nationally. Uplift's Strategic People Initiative (SPI) team aim to have educators hired by April to ensure application, finger printing, and background checks are complete, ensuring teachers participate in Teacher Training in July before the school year begins. The SPI team recruits through our website, college campus visits, social media, and social events
- **Career Pathways.** Uplift continues to work on career pathways for teachers and leaders. We want our team of educators and staff to develop for challenging and enriching opportunities as a teacher or leader. Our staff can choose the paths of teachers, academic leadership, or operations. Our Aspiring Leaders and partnership with the Teaching Trust are examples of ways we are creating and building out career choices for our staff.

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Texas Education Agency
Standard Application System (SAS)

Schedule #6—Program Budget Summary

County-district number or vendor ID: 75-2659683

Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016

Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$ 783,225	$ 70,875	$ 854,100	$ 783,225	$ 70,875	$ 854,100
Schedule #8	Professional and Contracted Services (6200)	6200	$ 26,400	$ -	$ 26,400	$ 26,400	$ -	$ 26,400
Schedule #9	Supplies and Materials (6300)	6300	$ 30,400	$ -	$ 30,400	$ 30,400	$ -	$ 30,400
Schedule #10	Other Operating Costs (6400)	6400	$ 62,910	$ -	$ 62,910	$ 62,910	$ -	$ 62,910
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$ -	$ -	$ -	$ -	$ -	$ -
	Total direct costs:		$ 902,935	$ 70,875	$ 973,810	$ 902,935	$ 70,875	$ 973,810
	Percentage% indirect costs (see note):		n/a	18,863	18,863	n/a	18,863	18,863
	Grand total of budgeted costs (add all entries in each column):		$ 902,935	$ 89,738	$ 992,673	$ 902,935	$ 89,738	$ 992,673

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$	$
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$	$

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Texas Education Agency
Standard Application System (SAS)

County-district number or vendor ID: 75-2659683			Amendment # (for amendments only):	

Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			$	$
2 Educational aide			$	$
3 Tutor			$	$
Program Management and Administration				
4 Project director			$	$
5 Project coordinator	1		$84,375	$84,375
6 Teacher facilitator			$	$
7 Teacher supervisor			$	$
8 Secretary/administrative assistant			$	$
9 Data entry clerk			$	$
10 Grant accountant/bookkeeper			$	$
11 Evaluator/evaluation specialist			$	$
Auxiliary				
12 Counselor			$	$
13 Social worker			$	$
14 Community liaison/parent coordinator			$	$
Other Employee Positions				
15 Instructional Coach	8		$517,500	$517,500
16 Campus Recruiter	10		$80,000	$80,000
17 Title			$	$
18	Subtotal employee costs:		$681,875	$681,875
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			$	$
20 6119 Professional staff extra-duty pay			$100,000	$100,000
21 6121 Support staff extra-duty pay				
22 6140 Employee benefits			$72,225	$72,225
23 61XX Tuition remission (IHEs only)				
24	Subtotal substitute, extra-duty, benefits costs		$172,225	$172,225
25	**Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**		$854,100	$854,100

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense item Description	Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1		☐	$	$
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

1	Specify topic/purpose/service:	☐ Yes, this is a subgrant		
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: 75-2659683		Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:		$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 75-2659683			Amendment number (for amendments only):	

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$26,400	$26,400
	(Sum of lines a, b, c, and d) Grand total		$26,400	$26,400

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Via telephone/fax/email (circle as appropriate)		By TEA staff person:	

Schedule #9—Supplies and Materials (6300)						
County-District Number or Vendor ID: 75-2659683				Amendment number (for amendments only):		
Expense Item Description						
6399	**Technology Hardware—Not Capitalized**					
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptop computer & monitor	For Instructional Coaches and Coordinator	9	1700	$18,300	$18,300
	2	Chromebook	For Campus Recruiters	10	300		
	3						
	4						
	5						
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$18,300	$18,300
	$12,100					$12,100	$
	Grand total:					**$30,400**	**$30,400**

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 75-2659683		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$62,910	$62,910
	Grand total:	$62,910	$62,910

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 75-2659683				Amendment number (for amendments only):	

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
**6669/15XX—Library Books and Media (capitalized and controlled by library)**				
1		N/A	N/A	$	$
	66XX/15XX—Technology hardware, capitalized				
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
	66XX/15XX—Technology software, capitalized				
12			$	$	$
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
	66XX/15XX—Equipment, furniture, or vehicles				
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
	66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				$	$
			Grand total:	$	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds				
County-district number or vendor ID: 75-2659683			Amendment # (for amendments only):	

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			9,805	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	1,783	18%	Attendance rate*	93.3%*
Hispanic	6,212	63%	Annual dropout rate (Gr 9-12)**	0%**
White	591	6%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	94%
Asian	1,028	10%	TAKS commended 2011 performance, all tests (sum of all grades tested)	46%
Economically disadvantaged	6,852	70%	Students taking the ACT and/or SAT	99%
Limited English proficient (LEP)	2,809	29%	Average SAT score (number value, not a percentage)	1513
Disciplinary placements*	371	3.8%*	Average ACT score (number value, not a percentage)	20

Comments

Disciplinary placements and the Attendance rate are from 08/06/2013 to current. The Annual dropout rate (Gr 9-12) is from the Fall 2013 PEIMS submission.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	**Number**	**Percentage**	**Category**	**Number**	**Percentage**
African American	251	21%	No degree	373	32%
Hispanic	267	23%	Bachelor's degree	619	52%
White	625	53%	Master's degree	178	15%
Asian	71	6%	Doctorate	14	1%
1-5 years exp.	129	11%	Avg. salary, 1-5 years exp.	$40,427.66	N/A
6-10 years exp.	48	4%	Avg. salary, 6-10 years exp.	$42,496.22	N/A
11-20 years exp.	26	2%	Avg. salary, 11-20 years exp.	$45,167.25	N/A
Over 20 years exp.	6	1%	Avg. salary, over 20 years exp.	$46,009.25	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)																
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	n/a	1129	1145	1145	1043	982	695	1255	1155	1155	1018	825	576	545	12,669
Public institution															
Private nonprofit															
Private for-profit															.
TOTAL:	n/a	1129	1145	1145	1043	982	695	1255	1155	1155	1018	825	576	545	12,669

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public															
Open-enrollment charter school	0	69	70	70	64	60	43	81	75	75	75	61	42	40	825
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	0	69	70	70	64	60	43	81	75	75	75	61	42	40	825

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The MET (Measures of Effective Teaching) study demonstrated a direct correlation between teaching and student achievement. "If we want students to learn more, teachers must become students of their own teaching. They need to see their own teaching in a new light. Public school systems across the country have been re-thinking how they describe instructional excellence and let teachers know when they've achieved it," said Tom Kane, Professor of Education and Economics at Harvard's Graduate School of Education and leader of the MET project.

Uplift Education – like other public charter school organizations – faces particular challenges in recruiting, developing and retaining excellent educators, including:

- *Student achievement gap.* Our students arrive at Uplift schools measurably behind grade-level standards, and our goal is to move their achievement by as much as 1.5 grade levels in a single year in order to put them on track for college readiness. Achieving these results takes a high level of skill and dedication by teachers.

- *High academic standards.* We seek to raise the bar academically for all our students, and thus are implementing the International Baccalaureate curriculum framework across our network. This is a globally recognized standard that uses interdisciplinary units of study to develop students' critical thinking skills and truly prepare them for college-level rigor. Our teachers require extra support and training to teach in our IB schools.

- *Fewer experienced teachers.* Uplift attracts many young teachers who bring energy and commitment to their work but are often in need of significant support, including many who require certification (especially due to our strong partnership with Teach For America). Our organization hires approximately 250 new teachers annually as we grow enrollment on both existing and new campuses. This number of new teachers makes truly aligned, integrated and effective professional development essential to increasing student achievement.

- *Rapid network growth.* We are expanding our network, opening 3-4 new schools annually and growing enrollment at existing schools, demanding a stronger central role in developing our curriculum materials, clearly defining our vision of instructional excellence, establishing performance goals, and supporting teachers and leaders in reaching them.

- *Funding gap.* Charter schools receive fewer public dollars per student than traditional ISDs, and Texas public education budgets have been cut across the board by 10% in the past two years. This means our faculty receives on average lower salaries than their colleagues in other districts. This is a recruitment and retention challenge.

However with student (student) success as our top priority, we had to make hiring and retaining excellence educator a number one priority if we were going to make the academic gains with our student. We made recruiting, rewarding and developing our educators our number one strategic goal. We included our non-instructional staff also to build and retain the best staff at Uplift. After internal school reviews, teacher, parent, and student surveying, and a review of research, we invested in the Shine Through Teaching Excellence (STTE) human capital management system.

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Schedule #13—Needs Assessment (cont.)		

County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Improve the quality of teacher coaching for 1st and 2nd year teachers	Generally, our instructional coaching team serves100 to 130 teachers in the Teaching Excellence certification program and teachers referred by their director. We will hire 300 to 500 new teachers over the next two years and want to provide at 15 to 1 instructional coaching ratio for targeted observations and development to support teachers during their first year. Expand instructional coaching capacity to serve 200 new and referred teachers in Teaching Excellence certification program and those referred by directors for target observations and coaching sessions.
2.	Assist our teachers with ESL certification.	65% of our students will be English language learners in SY 2015. In order to provide effective instruction, teachers must be prepared to personalize lessons to improve English skills. Teachers serving ELL and LEP students will be able to develop lessons that address English language development in listening, speaking, reading, and writing. Teachers will work directly with Uplift ESL Network Coordinator using SIOP materials. ESL certified teachers can more appropriately target the learning needs of ELL students. Sheltered Instruction Observation Protocol (SIOP) course materials will be integrated into content based lessons.
3.	Differentiate professional development for experienced and effective teachers who are looking for advancing their career at Uplift.	We must to retain our best experienced teachers. Therefore, we want to provide access to internal and external learning opportunities to meet differentiated development goals set at the beginning of the school year which places educators on their career path.
4.	Improve teachers and leaders understanding and use of data to apply personalize and blended learning strategies to close achievement gaps and help students reach learning goals.	By adding another data, analyst to the Data Analytics team, they can provide individual and small group training on using observations and assessment data to address each student learning needs. Teachers, especially new teachers who make up over 70% of our network will get the attention needed to help them improve lesson plans.
5.	Strengthen our recruitment effort on college campus to improve early hiring opportunities	Uplift can maintain constant presences on 10 campuses over the next two years. We will pilot this program at ten major campuses with a focus on education, literacy, math, and science.

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Schedule #14—Management Plan		

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| County-district number or vendor ID: 75-2659683 | Amendment # (for amendments only): |

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Coaching Coordinator	Lead a team of 4 to 5 instructional coaches; Work closely with deans and directors; Bachelor's degree (B. A./ B.S.) from an accredited college or university required. Must have a Texas Teacher Certification or be able to obtain such. Applicants should have minimum 3 years teaching experience in subject area.
2.	Instructional Coach (IC)	Bachelor's degree (B. A./ B.S.) from an accredited college or university required. Must have a Texas Teacher Certification or be able to obtain such. Applicants should have minimum 2 years teaching experience in subject area.
3.	Course Teacher Leader (CTL)	Bachelor's degree (B. A./ B.S.) from an accredited college or university required. Must have a Texas Teacher Certification or be able to obtain such. Certified in content area. Applicants should have minimum 3 years teaching experience in subject area. Level 3 or higher overall rating
4.	Mentors	Bachelor's degree (B. A./ B.S.) from an accredited college or university required. Must have a Texas Teacher Certification or be able to obtain such. Applicants should have minimum 2 years teaching experience in subject area. Level 3 or higher overall rating.
5.	Campus Recruiter	Senior or graduate level in college; Education, public administration or business major; Excellent presentation and interpersonal skills; Comfortable interacting with deans and student organizations

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Hire Instructional Coaches	1.	Train instructional coaches	04/01/14	04/30/14
		2.	Introduce to school leadership	05/01/14	05/15/14
		3.	Participate in July Teacher Training	07/15/14	07/20/14
		4.	Schedule targeted observations and support	07/15/14	05/30/14
		5.	Participate in Collaborative Days after CFAs	12/19/14	05/30/14
2.	Hire Campus Recruiters	1.	Train Campus Recruiters	04/01/14	04/30/14
		2.	Schedule Uplift recruiting events	05/01/14	05/15/14
		3.	Meet with deans and professors across disciplines	07/15/14	07/20/14
		4.	Submit recruitment report to SPI team	07/15/14	05/30/14
		5.		XX/XX/XXXX	
3.	Expand Mentors on at schools	1.	Identify and train new mentors	07/15/14	07/20/14
		2.	Assist mentor assignments	09/01/14	05/30/14
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
4.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX
5.		1.		XX/XX/XXXX	XX/XX/XXXX
		2.		XX/XX/XXXX	XX/XX/XXXX
		3.		XX/XX/XXXX	XX/XX/XXXX
		4.		XX/XX/XXXX	XX/XX/XXXX
		5.		XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift utilizes a number of methods for determining if we are reaching our student, school and organization goals with student testing based on our rigorous assessment framework. Results are used to identify gaps in achievement and movement toward our goal to move every student to 1.5 years their grade level. A summary of our schedule is noted below:
- **August-September** - MAP(K-12), TPRI (Primary), Woodcock Munoz (Primary), EXPLORE (9th, PLAN (10th), and PSAT (9th-11th); **October** - Common Formative Assessments - CFA#1 (K-12); **December** - CFA#2 (K-12)
- **January** - MAP (K-12); **February-March** - CFA#3 (K-12); **April-May**: TELPAS (K-12) and STAAR and EOC

In fact, teachers use exit tickets, at the end of the day/class, to identify students who need further clarification and additional practice. Collaborative Day follows CFA testing during the school year when teachers meet across grade and content area to discuss ways to improve student results and best practices.

Every year, parents receive a survey to allow them an opportunity to give us feedback on how we are doing serving and teaching their children. This school year, town hall meetings have been schedule to deepen our understanding of keep concerns parents identified. There has been three town meeting facilitated this year and thus far we have shared various growth projects for our students and schools, as well as received further clarity on parent concerns. Since the executive team is present, parents were able to get immediate responses to concerns.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As discussed, the *Shine Through Teaching Excellence* system has been operational for nearly three years. However while expanding our network, we want to make we keep great teachers and offer them opportunities for growth and advancement. Innovative ideas expressed ensure to keep our best teacher and develop those with promise to become exemplar. Since most of our teachers have been with us less than three years, we have an opportunity to train teachers to instructor our students using the IB model, provide them competitive compensation and career opportunities in teaching and leadership.

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<table>
<tr><td colspan="4" align="center">Schedule #15—Project Evaluation</td></tr>
<tr><td colspan="2">County-district number or vendor ID: 75-2659683</td><td colspan="2">Amendment # (for amendments only):</td></tr>
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Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Growth on nationally normed tests (fall to spring comparison) – 150% of MAP goals	1.	
		2.	
		3.	
2.	Common Formative Assessments	1.	
		2.	
		3.	
3.	State assessments and accountability ratings – Exemplary for all schools	1.	
		2.	
		3.	
4.	College readiness: SAT and PSAT - 1050 average across Uplift	1.	65% of seniors average 1050 on SAT
		2.	65% of juniors average 1050 on PSAT
		3.	
5.	Teacher Survey	1.	75% of teachers respond agree or strongly agree on 2nd quarter survey questions related to coaching, mentoring, and professional development
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

(1) All Uplift Education schools are data-driven and use a comprehensive and systematic assessment strategy to measure student academic growth, attainment of standards, and college readiness. In the fall and spring the MAP is administered to establish a baseline of student achievement and then measure and report academic progress. All ELL students will test using the IPT and TELPAS to drive lesson plans that strengthen language proficiency will ensure content mastery. Common Formative Assessment covers specific course instruction so that teachers know where additional modeling and practice is needed. Teachers meet across content areas to share and learn new methods for facilitating learning in the classroom. Last year, 64% of kindergarten students across Uplift schools began the year in the bottom quartile of performance nationally on reading assessments. However, our teachers set individual goals for each student which is generally quite aggressive – at least 1.5 times the average academic growth rate of the national testing norms. By the end of the year, less than a quarter of our kindergarten students were in the lowest quartile. (2) Our model also includes discussing assessment and other performance data with our students and families. Daily or weekly classroom grades and teacher comments will be posted in the student information system (Power School) which is available to school leaders and also accessible to parents via the web. Frequent contact with parents ensures students receive support at home also necessary for success. (3) Uplift CMO also reviews academic data and provides additional support to the school as needed. The managing director (area superintendent) meets weekly with school leaders to address any challenges and to provide support as needed. The Uplift Board of Directors also reviews school milestones and performance at monthly board meetings. (4) Enrollment numbers are reviewed weekly during the recruitment season and the CMO provides support and resources for recruitment through advertising, scheduled events, and management of the application and lottery process and the enrollment process after the lottery. (5) Finally, Uplift continues to work closely with area non-profits to ensure families in need of social services have access.

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</table>

Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 1: <u>Required</u> - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Uplift Education has an ambitious goal in student growth which is to move student achievement by 1.5 year grade levels in a single year. Movement toward this ambitious goal means providing teachers training and support before they begin teaching with us and consistency as they meet the challenges of their first year at an Uplift school. Our induction process includes the following components depending on certification and years of experience:

New Uplift Teachers	Teaching Experience	Induction Process (All New Educators)					
		New Employee Orientation	Teaching Excellence Certification				One-on-One Sessions with Dean/Director
			July Teacher Training	Professional Learning Saturdays (PLS)	Targeted Observations/ Coaching	Mentoring	
Certified	≤ 1 year	√	√	n/a	√	√	√
	≥ 2 years	√	√	n/a	√	optional	√
Not Certified	≤ 1 year	√	√	√	√	√	√
	≥ 2 years						√
Other Alternative Certification Program	≤ 1 year	√	√	optional	√	√	√
	≥ 2 years						√

New Employee Orientation (NEO). All new teachers (and staff) attend eight hours of New Employee Orientation, which is scheduled weekly by Human Resources to allow new staff to participate either before or during the first week of hire. Along with information about Uplift policies, procedures, and benefits, teachers learn about our core beliefs, instructional model and educational culture. New employees learn about the support role of Central Management Office departments, such as Road to College, Teaching and Learning, Communication and Development. All new staff has an opportunity to meet and make connections with other instructional and non-instructional staff.

Teaching Excellence Certification Program. Uplift hires up to 250 new teachers each year, about 40% will enter Teaching Excellence. This is a year-long teacher certification program that has been customized to address our instructional model. Therefore, pre-work is designed to provide context and meaning around our values and competencies. The TE training includes the July Teacher Training, Professional Learning Saturdays, Targeted Observations/Coaching, Mentoring, and individual session with the teacher's dean and/or director

July Teacher Training. Before the school year begins, teachers participate in training. Instructional coaches, deans, and directors (principals) facilitate training. The first week is for new teachers only and covers topics, such as school culture, student development, observations, debriefings, unit/lesson planning, special education, setting student goals, and classroom management. In the second week, returning teachers join new teachers as professional development focuses on the International Baccalaureate (IB). This introduction is followed by application in the class. New teachers and returning teachers participate together while learning how to integrate inquiry-based learning into unit and lesson plans. The third (final) week of training is held on the school campus where the teacher joins the current faculty. and focuses on grade levels and content areas. For teachers in Teaching Excellence or another certification program, the July training counts toward hours needed for certification also.

Professional Learning Saturdays (PLS). One Saturday a month during the school year, Teaching Excellence teachers attend trainings, such as IB, starting and closing lessons (exit tickets), personalizing learning, and classroom management facilitated by content teacher leaders (CTL), deans, or instructional coaches.

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Targeted Observations/Coaching. Every teacher at Uplift is required to have at least two targeted observations and one full observation during the school year. Instructional coaches perform the targeted observations and a dean or director will conduct the full observation. The Teacher Observation form (online) focuses on two development areas: (1) Student Engagement and Classroom Environment and (2) Instructional Planning, Delivery, and Assessments. Teachers in the Teaching Excellence program works directly with their instructional coaches (IC) on specific action items outline for improving teaching skills. The IC may model a lesson, team teach, and/or share instructional and content related materials to the new teacher. The IC helps the teacher to focus on every child, personalizing the lesson and using blended learning strategies. Observations will continue until signed/off or completed by the IC Manager, Dean, or Director. *Additional information provided in the next section.*

Mentorship. All teachers, working on their certification, must select a mentor at their schools by September 30th. Mentors sign an agreement outlining their responsibilities to provide campus based support to mentees by observing a new teacher's classroom and providing feedback, providing solution-oriented responses to queries about campus-specific needs, connecting mentee to campus-based resources or people who can provide further support, and collaborating with the new teacher's instructional coach as needed. The *Teaching Excellence Mentor Handbook* offers useful practices and resources mentors can recommend to the new teacher so that every moment is used effectively in the class. Mentors agree to connect with their mentees at least once during the week. Mentors also agree to spend some time (preparing materials or providing feedback) and to review training materials outside of the normal school hours.

One-on-Ones. All new teachers meet with their dean or director individually at least twice a month. Teachers have opportunities to check in with their campus leader and address student and class challenges and discuss ideas for improving instruction and managing the class. Observation data is available through our *iShine* data portal for agreement on next growth steps for the teacher.

Uplift Core Competencies are behaviors that each employee should exhibit on campus and at our management office.

- Student Focused
- Tenacious and Results Drive
- Personally Effective
- Effective Communicator
- Professional
- Continuous Learner
- Creative Problem Solver
- Collaborator & Partner

An Uplift leader must also be a Strong Culture Builder, Developer of Others, Instructional Leader, Inclusive of all Stakeholders and Effective Recourse Manager.

The induction process introduces these behaviors with the expectation that each employee should embody and model them for students and peers.

| Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Uplift Education's school network has grown very rapidly since opening our doors in 1997. As a result, 70% of our teachers are in their first year of teaching. The teacher observation form is Uplift's definition of what teaching excellence looks like in the classroom. The form, housed on iShine, is used by Campus Leadership or Instructional Coach during an instructional class period. The form is also used for "targeted observations" which serve as a coaching tool to identify strengths and areas of opportunity.

Frequency of Observations: Teachers should have at least one full and two coaching observations per semester. The form is broken down into two strands: Student Engagement & Classroom Environment (Sense of Urgency, Teacher Presence, Class Expectations, Classroom Space, and Lesson Planning) and Instructional Planning, Delivery, and Assessment (Do Now, Hooks, Introduction to Material (I Do), Guided Practice (We Do), Lesson Assessment, Closure, and Resources). Indicators within each strand are rated using the following scale: Beginner, Developing, Proficient, and Exemplar. This scale is a change from the Never, Sometimes, Always rating scale used in previous school years.

Targeted observations can focus on one area of improvement or several. The observation feedback process is iterative (as depicted below) until demonstrated progress is observed in a specific area of improvement or a performance goal is met.
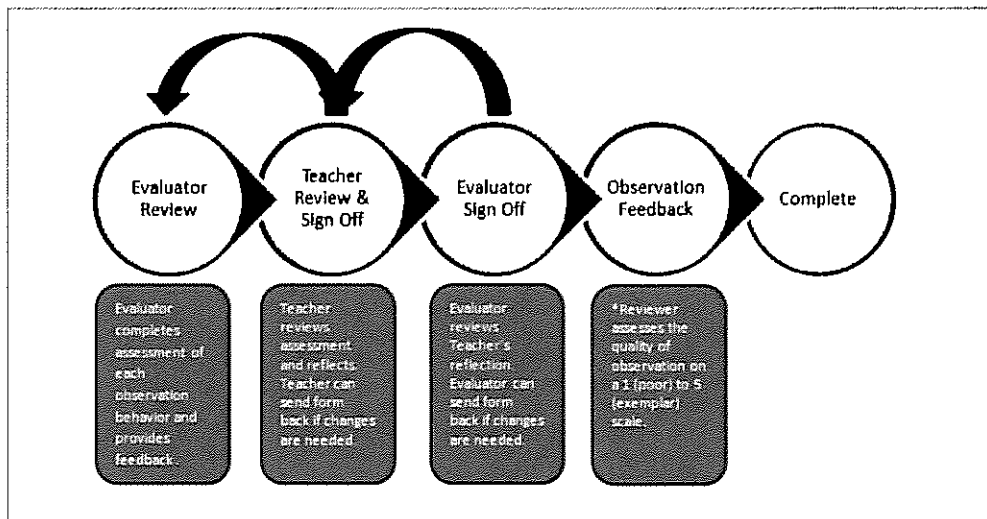
	Evaluator Review	Teacher Review & Sign-Off	Evaluator Sign Off	Observation Feedback
Observation 1	Dean	*Teacher*	Dean	Campus Director
Observation 2	Campus Director	*Teacher*	Campus Director	Managing Director
Observation 3	Instructional Coach	*Teacher*	Instructional Coach	IC Manager

The Full Observation form is comprised of four major sections:
   I.   Full Observation Section to add a lesson plan and take notes during the instructional class period.
   II. Student Engagement and Classroom Environment – Observable behavior for each strand an Evaluator can assess.
   III. Instructional Planning, Delivery, and Assessment – Observable behavior for each strand an Evaluator can assess.
   IV. Summary – Controls to sign a form, send it back for updates, mark observation for evaluative purposes, and

form submission history. Supporting files can be attached. *Sample screen below.*

Director Observations & Feedback. Just like teachers, school directors benefit from constructive feedback as well. Uplift has developed an observation and feedback process that gives them helpful information about how effectively they manage their school and lead their students to academic success.

The Director Observation Form outlines specific actions and behaviors tied to leadership competencies that should be displayed in a particular setting. The form, housed on iShine, is used by Managing Directors, the Chief Academic Officer, and the Chief Executive Officer to observe School Directors and to coach and identify trends in behavior.

Frequency of Observations: School Directors should have at least three observations conducted per school year.

Three Areas of Observations: Curriculum/Data Meetings, Professional Development and Teacher Conferences. The indicators – Student Focus, Result Orientation, Communication, Professionalism, Collaboration & Partnership, Development of Others, and Curriculum & Instruction – are the same for each of the three areas. Directors are rated using the following scale: Beginner, Developing, Proficient, and Exemplar.

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2014–2016 Educator Excellence Innovation Program

| Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Evaluating Teachers and Leaders. This school year, Uplift rolled an enhancement to our formal evaluation process driven by our Core Competencies for teachers, leaders and non-instructional staff: Student Focused, Tenacious and Results Drive, Personally Effective, Effective Communicator, Professional, Continuous Learner, Creative Problem Solver and Collaborator & Partner. Leaders must also be a Strong Culture Builder, Developer of Others, Instructional Leader, Inclusive of all Stakeholders and Effective Recourse Manager.

At the beginning of the school year, teachers, leaders, and non-instructional staff set goals which are reviewed mid-year and at the end of year. Every employee set performance and development goals at four levels – Levels 1, 2, 3, and Exemplar. After an employee meets with his/her director, goals are finalized in the evaluation system.

Educators (teachers, deans, and directors) will have **four performance goals**: Student Outcome Goal #1, Student Outcome Goal #2, an Observation Goal, and Evaluation Goal. Student outcome goals are generated based on assessment targets for each grade and/or content area. For example, a student goal for a primary school teacher would be based on the percentage of student meeting their growth goals (tied to STAAR and MAP). Grade levels, content area, and prior year's assessment performance guides the development of the performance goals at each level.

The performance review focuses on three areas for evaluation: (1) Core Competency Model, (2) Classroom Observation Summary and (3) Goals and Career Aspirations. The process begins with a self-assessment. Each teacher reflects on his/her performance (mid or end of year) for the current school year and then completes the review form on the competencies. Campus Directors (principals) review the self-assessment for their teachers and identify two strength competencies and two growth-area competencies, and then complete a review form. Directors provide qualitative feedback for each evaluated competency. The teacher and director meet to discuss the performance review specific to praise, probe and develop action steps. Once campus director completes the evaluation, it is reviewed by the managing director for approval which completes the process. The evaluation rubric allows educators to know the behavior that will lead to becoming an exemplar teacher which will drive the best student, classroom, and school results. Performance reviews (shown in the chart below) allow Uplift to schedule the receipt and response to feedback at the employee, campus, and organizational levels. This feedback drives continual improvement in professional development.
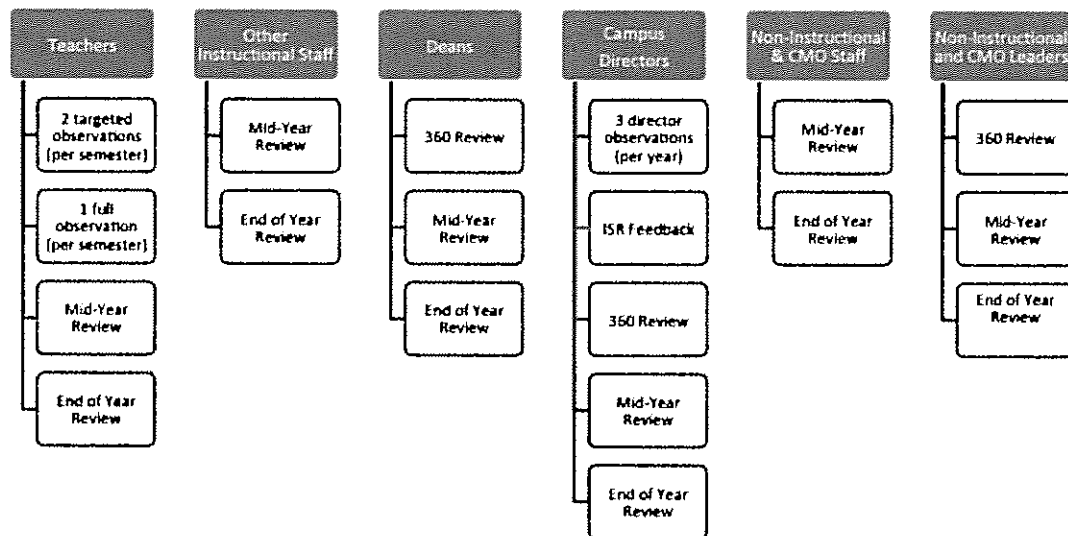
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Mid-Year Review. In November, educator performance is reviewed on at least four core competencies: two areas of strength and two areas of growth. Teachers receive a formal check with their directors on progress toward goals. At this time, they also identity steps and resources necessary to help teachers reach annual goals. Once completed, the managing director reviews and sign-offs on all teacher reviews.

Final Year Review. At the end of the school year, teachers repeat the process outlined above, but on all core competencies and an evaluation score is generated for the year. This review is representative of the whole year. The result of this review determines the percent of increase and notable recognition for being an effective, highly effective or exemplar teacher. Finally, the teacher and campus director agree on next year goals.

Internal School Review. In addition to teacher and director evaluations, Uplift also brings teams of school leaders together from inside and outside the network to evaluate every school and to provide robust data and feedback on what schools are doing well and how they can improve the quality of education they provide. The ISR takes place on one day each semester from 7am to 6pm. School Directors host an ISR team for their respective schools comprised of leaders across the network (e.g. Managing Directors, School Directors, Instructional and Curriculum Coaches, Deans, CTLs), peer partners (local, like-minded charter schools), and representatives from key programs (e.g. IB, Yes Prep, Teach for America). Teams usually include between 6 and 11 members.

The Process: The ISR begins with a moming meeting led by the team facilitator. Team members review the process, discuss the school's strategic plan and performance data, and investigate the work and structure of leadership and teacher teams. The team spends most of the day conducting class observations, teacher interviews, building walkthroughs, and analyses of student work.

Outcomes for Leaders: At the conclusion of the ISR, School Directors receive several resources to support their growth and development including: a) peer feedback on leadership competencies b) benchmarking against the school's strategic plan c) an aggregate snapshot of instructional quality, and d) recommendations to accelerate progress.

Action Planning: Leaders utilize team recommendations to revise and enhance annual strategic plans. The campus team works with leadership across the school to identify the most significant next steps and available resources.

Communication: Leaders develop a communication plan that updates faculty/staff on the ISR results. Plans are designed to ensure transparency and to motivate staff towards results and growth.

Measuring Progress: Leaders benchmark the strategic plan monthly with Managing Directors and periodically with the Chief Academic Officer and Chief Executive Officer. The ISR Team will return in the second semester to measure progress and to help the campus team identify short and long term strategies to enhance school quality.

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| Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 4: <u>Required</u> - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Access to Student Achievement Data. In SY 2013, we made data even more readily available to all instructional staff and leaders through our intranet site and data warehouse, *iShine*. We redesigned *iShine* to be a more flexible mechanism for sharing performance data. Now teachers, campus leaders, and CMO leadership have access to student data and teacher observation results. The ultimate goal was to increase teacher effectiveness by delivering on our goals to be goal-oriented and data-driven. With this in mind, we created opportunities for teachers and leaders to collaborate to improve student scores.

iShine also houses all the forms related to observation and evaluation as well as all student performance and teacher schedule data. It is built on a SharePoint platform and is the data management system for our network. This system is managed by a team of specialists responsible for managing the overall vision and scope for the project, assessing the needs of teachers and leaders, collecting requirements for forms, reports and associated technical workflows, implementation and testing, and training staff on how to use the platform.
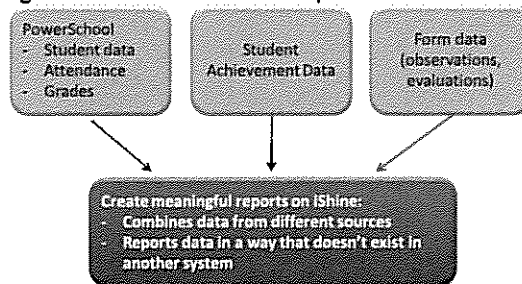
The mission of iShine is to serve as a **single access point** for the tools necessary to increase teacher and director effectiveness in the pursuit of college-readiness for every student. These tools provide staff with data and resources, centered on curriculum, instruction, assessment, and student culture, on a platform that allows for deeper collaboration across the network. The guiding principles for the iShine project was sustainable, simple, and strategic, clear and direct for teachers and staff to use, and aligned with the overall strategic goals of the organization.

The new iShine allows users to "drill down" to create custom reports on student performance. Teachers can access national, state, CFA data and parse it by student, classroom, campus or Uplift-wide. If, for example, a teacher wanted to track the performance of student assessments measure their mastery of a particular standard, iShine can immediately pull up this data, giving that teacher information that is immediately useful in differentiating instruction according to the most pressing need of her or his class. In addition, our iShine team will create customized reports based on teacher and leader requests. The model in this case is a "speed to market" view of reporting, responding to campus data needs within days rather than weeks. The result will be an increasingly expert leadership and faculty in understanding performance data and applying the information to improve teacher and leader effectiveness.

For the network as a whole, the data access allows us to better understand the relationship between various inputs and classroom results (outputs). For example, student performance data can be tracked against teacher evaluation data to identify which elements of our vision of instructional excellence (as outlined on the teacher evaluation form) produce top results in the classroom for a particular group of students (low performers, English language learners, etc.) This level of data analysis will enhance our understanding of student growth, instructional practice, and our own teacher evaluation process.

- *Quarterly Common Formative Assessments (CFAs) Grading/Data Sessions* are led by Teaching and Learning team from the central management staff, these sessions are scheduled after each Uplift-wide Common Formative Assessment and include both scoring exams, reviewing the results, relating instructional practice implications to close gaps revealed in the scoring, identifying weakness in instruction across the network and assessing the effectiveness of instructional coaches. Uplift wants to ensure consistent practice across all schools. All teachers across the consortium take 1.5 professional development days after each quarter for

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norm-grading sessions, data analysis, and professional development around new standards in scope and sequence and re-teaching cycles.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Our strategy is to create a continuum of professional development activities that are aligned with Uplift core competencies and our vision of teaching excellence across the network. Professional Development currently include the following activities:

1. **The Teaching Excellence** program is a teacher development and alternative certification program benefiting Uplift teachers. The program provides an instructional coach for uncertified and certified teachers, as well as test preparation for state testing, and a streamlined state (TEA) certification process.
2. **Wednesday Professional Development** (PD). Students are released early each Wednesday to allow staff members to participate in PD. PD sessions are scheduled in advance and are tailored to staff needs.
3. **Network Collaboration Day**. Teachers across the network gather after each Common Formative Assessment (CFA) for 1.5 days of collaboration, group grading, student data analysis, and targeted PD for each content area and/or grade level.
4. **Internal School Review** (ISR) The ISR is a semi-annual professional development for campus leadership grounded in self-reflection and inquiry, observation and feedback, peer-driven accountability, and problem-solving.
5. **Uplift Aspiring Leaders Program**. Uplift's leadership development program is designed to recognize and support outstanding Uplift employees who are interested in moving into a leadership role within 1-2 years. Monthly sessions are centered around Data Driven Decision Making, Difficult Conversations, Performance Management, Managing Up and Feedback, Coaching and Influence, and an array of other topics designed to prepare staff for leadership roles.
6. **Teaching Trust.** Uplift has a strategic partnership with the Teaching Trust, an organization designed to develop the values and skills essential to lead transformational school and district change.
7. **Leadership Academy**. Uplift holds a semi-annual, two day Leadership Academy for campus leaders and CMO staff. The workshops include mock school consultancies, data driven decision making case studies, and collaboration opportunities for participants.
8. **Operations Professional Development.** Operations Director/Manager training sessions occur monthly during the school year. Operations leaders are given an opportunity to learn, discuss and leverage best practices to improve operational efficiencies.
9. **Technology Professional Development**. Technology managers and leaders are given the opportunity to cross-train and take certification courses to increase their skill Ongoing, integrated professional development is a critical part of Uplift's overall plan to raise student achievement. It is a core element of Shine Through Teaching Excellence system. Increasing our teacher effectiveness during this phase of rapid growth requires additional instructional support in order to develop excellent teachers and leaders. All elements are aligned with our vision of teaching excellence and integrated with each other. The professional development plan includes the following:
   - Network-wide professional development – July Teacher Teaching (discussed earlier)
   - New Teacher Certification and Training – ongoing during the year, required for new teachers; open to other teachers
   - Campus-led professional development – Wednesday (early release); 2nd Wednesday of the month (all day)
   - CFA Scoring Sessions – quarterly
   - Off-campus Opportunities – occasionally

These components of the program will be driven by greater collaboration and information sharing across the network. In addition, new roles will make it possible to improve instructional support, particularly for new teachers.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Performance-Based Compensation. The next iteration of *Shine Through Teaching Excellence* is *Rewarding Excellence* which has a direct connection to student goals. Two the performance goals, discussed earlier, are students goals. Since all students have individual student growth goals, based on the student's current level, the teacher goals are based on the percent of students that meet those goals. For example a teacher's student goal #1could read: 80% of students meeting individual growth goals on STAAR. After which, a goal range is written for levels – 1, 2, 3, Exemplar, with 80% or greater being the Exemplar level goal. The overall rating determines the increase percentage, as depicted in the chart below:

Overall		Group	Group Blue
Exemplar	➡	10%	6%
Level 3	➡	6%	3.5%
Level 2	➡	3.5%	2%
Level 1	➡	0%	0%

Rewarding Excellence in Performance. For educators, particularly, Uplift wants the teaching profession to be a long-term, sustainable career option. We are constant looking for ways to add to the portfolio of ways to recognize the dedication, hard work and results of outstanding educators and to continue to be competitive when recruiting new teachers and retaining great teachers. Our overall evaluation rating system support excellence on each goal and rewards on all goals, but the overall rating is based on the highest rating achieve across all goals. Group Orange includes English Language Arts, Math, Humanities, Science, AP/IB tested, and Special Education teachers. Group Blue includes teachers of record for Foreign language, P.E., Technology, Fine Arts, Music, Art, Theatre, Interventionists, and ESL Instructional Support.

Overall rating examples. If a teacher receives an exemplar on two goals and Level 3 on two goals, the overall rating is Level 3. If a teacher receives an Exemplar on one goal, and Level 3 on one goal and Level 2 on two goals, the overall rating is Level 2. The overall rating determines the pay Increase.

Rewarding Excellence will continue to be expanded to include a comprehensive set of rewards to create strong incentives for attracting effective educators and retaining them especially in our high need schools.

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Schedule #16—Responses to Statutory Requirements

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Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Uplift Education recruits teachers and leaders with various educational and experience backgrounds. New teachers without a teacher certification participate in Teaching Excellence until they complete the year-long certification training. We are especially encouraged by the number of interested individuals who want to become teachers with degrees, but without certification or formal training in education. Uplift uses a number of avenues for recruiting teachers, such as our website, social media, local events, and college visits across the State and nationally. We are limited by the number of Talent Recruitment Strategists (TRS) on staff. Since education reform efforts are taking shape in districts around the State and country, every district around the country is in search of stellar candidates with the potential to improve student achievement especially to serve at low-performing schools.

Uplift begins the screening process with online questions which helps to isolate the best educator candidate to being the interview process. Our screening include Uplift partners with Teach for America, however, wants to continue to strengthen our recruitment team to find the best match for our students and schools. Local recruitment includes recruitment events held in Dallas and Fort Worth. Interested individuals are able to meet with the SPI team and learn about Uplift and our network of schools. Directors attend formal events to allow for offers to extend after interviewing. We also have a number of community events in North Texas which is shared on our Website. Our employees refer individuals to our Strategic People Initiative also.

The Sr. Director of Strategic People Initiative (SPI) leads a team of five talent recruitment strategists with four strategists focused on recruiting educators (teachers and leaders). Each year, we hire 250 new teachers. However, we will hire up to 400 for the next school year. A major goal of SPI is to have teachers hired by April to ensure the hiring process is complete, which will allow new teachers participate in the three-week training in July before the school year begins. Talent strategist visit college campus across the State and nationally to reach college students who are studying to become teachers, as well as across other discipline. We also recruit professional who are interested in teaching and learning more about the profession. Since Uplift participates in the Teaching Excellence Program for certification, we recruit across disciplines because industries may not be hiring in a specific field and future graduates are looking for other ways they to use their knowledge and skills. Therefore, we target schools of engineering, science, technology, liberal arts, and interdisciplinary studies for recruits. Funding from the TEA EEIP grant will allow us to employ other innovative methods for recruitment the best and brightest for our schools in low-income communities and low performing schools. Recruiting talented individuals who are passionate about teaching children and want to help them prepare for and succeed in college. We partner with Breakthrough Collaborative and REIMAGINEDALLAS to identify people interested in working with us.

Strengthen College and University Recruitment. Today our talent recruitment strategists (TRS) have many responsibilities which include: developing and executing recruitment plans, working with hiring school directors, managing the application, selection, and screening process, and visiting college and university campuses across the country. Since TRS staff develops the initial relationship with recruits, we would like for them to also continue follow-up with new teachers during the first year. This will add another touch point with first year teachers for feedback on their placement. Adding this additional responsibility, means we would benefit with an addition of another talent recruitment strategist to our team. Second, sustaining our college campus presence not just in education but other fields of study would yield us graduates interested in teaching before they graduate. We would like to bring pilot four campus recruiters, who are college students on their campus. These individuals would lead recruitment activities through the year for Uplift. They will build relationship with students, professors, and deans across field disciplines. They will have specific outcome targets, such as number of events and percentage of referrals to our SPI team. Finally, we want to open opportunities for student teaching with public and private colleges around the state. We will this will create a pool of potential teachers resulting in early employment letters of interest. The student teacher and Uplift directors can determine if a fit exist.

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2014–2016 Educator Excellence Innovation Program

Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

CAREER PROGRESSION AT UPLIFT

Uplift strives to provide numerous opportunities for our staff to develop their skills and advance their careers. Where possible, we are committed to supporting our network with internal promotions.

While our most valued asset is a skilled teacher in the classroom, we encourage every teacher to seek opportunities for leadership if desired. There are leadership opportunities for teachers that will allow them to remain in the classroom and opportunities that will eventually progress out of the classroom into an leadership or administrative role.

Uplift has a clearly defined leadership development path for its employees, particularly teachers. These opportunities include:

- *Additional responsibilities* – Effective teachers are identified by their campus leaders for extra responsibilities, such as contributing to weekly professional development sessions.
- *Leadership training opportunities* – Uplift recognizes that leadership training can begin early in a teacher's career, and thus we have established leadership training and development through the Uplift Aspiring Leaders Program. This program targets young teachers and staff and offers ongoing training and professional networking among other Uplift aspiring leaders. The goal of this year-long program is two-fold: develop staff skills in leadership, and encourage them to focus on a career path at Uplift in order to retain them.
- *Career ladder positions* – Uplift also has career ladder positions for teachers that involve additional responsibilities, compensation, and recognition. These include:
  - _Course leaders_ – This is a new position this year and reflects our goal to unify our curriculum materials and norm assessment practices across the network as we roll out the International Baccalaureate framework in all schools. These teachers are appointed to serve as the Uplift expert in a particular subject area and will work across the network to share best teaching practices and ensure a cohesive approach to both instruction and assessment. They are identified by their directors based on their performance and demonstrated content expertise, as reflected in their students' results and evaluation rating. This year, we have 67 course leaders across Uplift, each receiving $1,500 as an annual stipend.
  - Exemplar Teachers – These faculty members are selected annually through a competitive application process for their demonstrated teaching excellence that is shown to drive student achievement, such as strong lesson planning, explicit instruction, intentional ad consistent classroom routines and high expectations. They serve as a resource for all Uplift teachers by opening their classroom as a best practices demonstration zone for any faculty member or leader to observe their practice, work with their campus director to identify 2-3 teachers to mentor and grow professionally, post all curriculum materials on iShine for Uplift-wide access, and help facilitate Uplift-wide grading/data days following each administration of Common Formative Assessments. Exemplar teachers receive an additional $10,000 annually and are candidates for additional leadership opportunities.
  - Instructional Coaches & Curriculum Coordinators – Teachers who want to move from the classroom into a leadership position can consider a network-wide position in the CMO. *Instructional coaches* work to support new teachers with frequent observations and feedback. The coaching team is a new feature of our HCMS this year, in that the position has moved to the CMO in order to support more teachers and be systematic in aligning our best practices across all schools. This position is an especially important element of our HCMS, because it offers leadership opportunities while also serving as a key element of our work to increase teacher effectiveness across our schools (see our description of professional development for additional information on this role). Teachers can also move to a *Curriculum Coordinator* position to support our campuses in a particular content area on CFAs, student achievement data collection and analysis, and the IB application process.
  - Deans – The career ladder for teachers can also lead to campus-based leadership roles, beginning with a role as Dean. On our campuses with a full K-12 continuum, there are academic deans for each school

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linked to our IB curriculum – Primary Years Program Dean, Middle Years Program Dean, and for high schools an AP/IB Dean. This role is a significant step up the career ladder for a teacher, as the Deans work with Uplift and campus leadership on all matters related to instruction at that school.

The following diagram shows the Uplift pathway to leadership for teachers. This information and related detail on the ways leadership roles change an individual's activities and focus is provided each year to all staff at the annual Convocation. Uplift is conscious of creating a culture focused on leadership development and works to speak regularly to our leadership

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education is <u>not</u> seeking a waiver.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Uplift Education is <u>not</u> seeking a waiver.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education is <u>not</u> seeking a waiver.

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Uplift Education is <u>not</u> seeking a waiver.

For TEA Use Only	
Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a charter school, funds from the state go directly to educating students. We must secure funds from grants and foundations to support expanding our schools in communities where parents want a choice in a college preparatory education for their children. And we must find funding to cover facilities and operations. Therefore, the ideas presented in our application allow us to sharpen and build a strong and effective team of teachers.

Uplift's financial model is to sustain all core academic programs through per pupil state and federal allotment. Uplift uses philanthropy to seed new programs, pilot ideas and expand schools into new communities. Our operation goal is to achieve sustainability at scale. According to detailed financial analysis and projections at full enrollment our schools are completely sustainable on public (state, local, federal) funding alone. We do not require private or public grant funding to operate our core school model. We are fiscally conservative stewards of public and private funding only investing in programs, products and resources that we believe will improve student outcomes.

Uplift has since its inception we been an IB model school focused on critical thinking skills needed for college success. This part of our model is fully funded through our school's operating budgets.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2659683	Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All districts will participate in this proposed plan.